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1905

# The ❖ Lombard ❖ Bulletin

Series III ❖ Number 1



Lombard College

Under a

Winter

Sky



"The aim of the college is the formation of men, men capable of high scholarship, of professional eminence and of honorable achievement, but first of all, *men*."

—President Stearns: Inaugural Address: Amherst, 1854.

Issued bi-monthly by Lombard College, Galesburg, Illinois

Entered at the Galesburg Post Office as mail matter of the second class



# THE LOMBARD BULLETIN

SERIES 3

GALESBURG, ILL., JANUARY, 1905

NUMBER 1

## "BREAKING HOME TIES."

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Sooner or later there comes a time in the life of every youth when for his own best welfare he sorely needs to leave the surroundings in which he has grown up and make for himself a place in a new and wider scene. The figure, familiar in the literature of all ages, of the youth, high-hearted and courageous, faring forth to seek his fortune in an unknown world, is full of deep suggestion. It is an allegory of existence, one of the perennial epics of life, as new and as old and as immortal as birth and love and death. If the seedling is to thrive it must be transplanted. If the fledgling is to reach maturity it must leave the nest. If the youth is to attain the full stature of man he must leave his father's house.

This necessity finds explanation in the nature of growth itself. Growing is more than increasing. It is increasing in conformity with a certain plan, pattern or type. In a given individual this pattern is set by the possibilities of his particular nature. Given him as he is and the world as it is, certain attainments are possible to him. The scope, variety and character of these possible attainments set for him the pattern, constant approximation to which is the touchstone of growth in his particular case. He is growing when his capabilities are developing, when his capacities are increasing, when his powers are being greatened. In brief he is growing when all the potentialities of his nat-

ure are being realized in due and proper proportion.

But this process is something which can take place only under the influence of suitable external conditions. Unless rain and sun and soil are present the dormant capabilities of the seed will never be quickened into life. Unless the fitting factors exist in the youth's surroundings the latent powers of his nature will never become active; his development will be but a stunted, maimed, and partial thing at most. The full, rounded man he might have been will forever remain among the unrealized possibilities of the world.

The problem, then, is the finding of an environment in which those factors necessary to develop the latent possibilities of a given nature shall exist. To appreciate the difficulties of the problem it is helpful to call to mind the circumstances surrounding the origin of each one of these latent potentialities. How does the youth come to possess them? Unquestionably he inherited them from his forebears. But how did his forebears come by them? This brings us at once to the fact that every one of those traits and capacities which now slumber so serenely as mere possibilities in the youth was somewhere in his ancestral line an active, efficient, dominating ability wrought into, and out of, the individual who possessed it by the stern necessities of existence. It was his pledge and proof to grim mother nature that he among her children was fitted to survive. It represented that particular individual's adaptation to some crucial factor in his environment. For a time it was the critical thing; to possess it was life; to lack it was death. The years brought changes; with these changes came new tests; some new condition arose which in its turn became the one thing, adaptation to which was necessary to life and must therefore be attained by those who would sur-

vive. It was in some such manner we may suppose that these potentialities possessed by the youth were wrought out and stored up within him by heredity. Each one of his latent capacities represents at some point in his ancestral line, an adjustment to some prominent factor of the environment.

The next point of interest is that in order to reawaken in the youth a given ancestral power he must meet in his modern environment the present-day representative of the environmental factor which first created it in his forefathers. For example, if the founders of his race were mighty in the arts of trade and traffic and if their shrewdness lies potential in his breast, an exposure at the proper time to the stimulus of the market place will show him to be a true son of his fathers.

When, in connection with the foregoing, we remember what an innumerable host of potentialities sleep quietly in the soul of even the most commonplace youth, the conviction is forced upon us that the restlessness and unsettledness of youth is a phenomenon of highest import. Youth is full of restless activity. It is forever going and coming and journeying to and fro on the face of the earth. It has a passion for strange lands and faces, a quenchless thirst for new experiences. The key to it all is this: it is seeking everywhere some unimaginable touch which shall call forth a new and hitherto unawakened power or capability.

It is evident that no single environment, however rich and varied, can possibly hold all the stimuli the growing nature demands. Moreover, it is best that these stimuli be met seriatim, as the youth becomes ready for them. Two methods then are open: the careful introduction into a given environment, at a suitable time, of the proper stimulus; and a migration from environment to environment

as development demands. Each method supplements the other; each has its limits. The phenomenon noted in our first paragraph occurs at a point in the youth's life where the first method fails longer to be effective and has to be supplemented by the second. The home environment, which has been adequate up to the time, now fails to be sufficient. Something is lacking; and despite the most well-meant efforts of all, that something continues to be lacking. But one course is open: migration. And so the old, old story of breaking home ties repeats itself once more.

This need of a changed environment has many important educational corollaries. One of them, perhaps, may be alluded to here. There is no other time in life when this passion for change is so keenly felt as during the years of adolescence. Somewhere between fourteen and eighteen the frenzy is almost certain to attack every normal youth. The old and familiar no longer content him. What has been is unsatisfactory—chiefly just because it has been. His former tasks lose their interest. He becomes moody and discontented and chafes under conditions which were once most pleasant. He longs to go somewhere else, to do something else, to be something else than what he has been. This is full of meaning. It is the protest of the boy's soul against an environment whose only effect henceforth can be nothing else for him than stifling, crushing, and provincializing.

It will be noted that this period most frequently falls at the end, or within the later years, of the high school period. Circumstances will delay or hasten the time of its coming but when it has come then is the time to send the boy away to college, to throw him more largely upon his own responsibility and to give him the added liberty without



which that responsibility cannot exist. Much has been said regarding the line of demarcation between the high-school and the college. It is altogether possible that here is one of the most important differences between the two periods. During what is naturally the high-school period the boy is content to remain at home and the possibilities of the home community are great enough and varied enough to satisfy the demands of his nature. But when this is no longer true, when he has begun to strain at his anchors, when he longs to launch forth upon broader seas, then the high-school period has come to its natural close and the college-going period has as naturally dawned. This is a distinction between high-school and college far more vital than any based upon curriculum or subject studied, can ever possibly be.

*R. G. Kimble.*

*An Extra-Curricular  
Course*



"Forsan et hæc olim meminisse juvabit,"  
—*Vergil.*

## ENGLISH.

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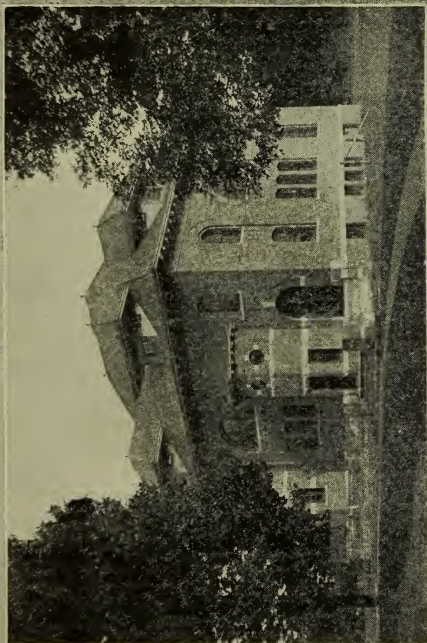
Those who are interested in the study of English will notice in our catalogue that Lombard offers ample opportunity to obtain a wide and thorough knowledge of the subject. The aim of the course during the first college year is that the student shall gain power in the management of language. A great deal of oral and of written work is required with this thought in view. The student is given a thorough drill in all the forms of prose composition and daily themes are required that he may learn to express himself correctly and artistically. These themes are carefully criticized by special readers and by the instructor. For those whose high school course has been deficient a year's course in preparatory English is offered.

The college work in English Literature includes the study of Shakespeare for one year and a complete course in the History of English Literature. Courses in American Literature, Victorian Literature, the Short Story, Chaucer, Tennyson, Browning, and many other subjects which the special student of English will find of value are also offered. The prospective college student who believes that a thorough knowledge of his own language is essential to a good education will find here courses suited to his needs, and the special student of English will, we believe, find that which will attract and interest him.

*Alice B. Curtis.*







Old Gymnasium

VIS: VIRTUS: VENUSTAS

## PHYSICAL CULTURE.

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Physical culture in its various forms is especially important for students, if they wish to gain the greatest efficiency in their intellectual work and to make their education rounded.

Aristotle made his order of education first, physical; second, moral; third, scientific. He says, "First in education will come gymnastics; but they are intended to make men athletic, not to develop brute force. It is to produce courage, which is a mean between the unbridled wildness of the animal and the sluggishness of the coward."

Socrates meets a young man, and seeing that he is in poor bodily condition, reproves him. Among other things he says, "The body is useful in all pursuits in which men engage. In all matters in which the body is useful, it is of great importance to have it in the best possible condition. And even in those things in which you may think the body is less useful; namely, in intellectual pursuits, who does not know that even in these, many men fall into great aberrations through not possessing good bodily health? Nay, weakness of memory, low spirits, ill-temper, even insanity, often penetrate the minds of many persons so deeply through their bad physical condition as to cast out knowledge itself. There is a great security, on the other hand, for those whose bodies are in good condition."

It is a mistaken idea that the primary object of physical

culture is to increase the girth of the muscles. This should be rather secondary; as the hygienic object, which might be called improved nutrition, that is, the training and strengthening of the respiratory and circulatory functions, is a higher object; for these are the fundamental functions of the body, and upon them depend the welfare and efficiency of all other functions. Muscular development is impossible without good nutrition.

Faulty and incorrect positions and carriage of the body, the result of bad habits of sitting, standing, walking, etc., so common, particularly during student life, may be corrected by daily practice, especially in the gymnasium, and the student thereby gains that which is so desirable, a graceful and symmetrical physique.

*Mens sana in corpore sano*—a healthy mind in a healthy body—is an old adage. This, however, is not the only reaction which the mind receives by proper attention to physical culture, but the development also of such mental qualities as will power, prompt decision, fortitude, courage, self-control, and self-reliance, which are so essential to a well poised man, is one of the benefits to be derived from physical culture, especially in such forms as heavy gymnastics and competitive sports.

The stringent training rules so necessary in all competitive sports teach hygienic living and exert a moral influence in the way of temperance.

The Lombard students have the advantage of a large and well equipped gymnasium where classes are conducted for both sexes in Swedish, German, and Americanized gymnastics. Work is given on the heavy apparatus, such as bars, buck, rings, etc., which is adapted both to the general student and to the one of a more acrobatic turn of mind. Basket-ball and other in-door sports are open to

both sexes.

In the gymnasium, the weak and abnormally constituted individual may profit by work prescribed for his particular needs.

The various out-door sports are taken up in season and every student is given an equal opportunity to benefit by the wholesome and stimulating influences coming from the open air sports. Pure athletics is the Lombard motto, and the welfare of the individual is always uppermost and never to be sacrificed for a winning team. The athletic sports are conducted for the pleasure and profit of the students, and the various teams are coached and trained to that end.

*Charles O. Appleman.*

Entrance to the Conservatory

of  
Music



"Here will we sit, and let the sounds of music  
Creep in our ears."

—*Shakespeare.*

## HISTORY OF ART.

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A course in the History of Art has been lately introduced. Although its aim is to make the student familiar with the famous buildings, statues, and paintings that embody some of man's highest conceptions, yet in method the work is not simple enumeration of pictures or memorizing of artists' biographies, or even primarily technical analysis, but above all, a presentation of the great works, artists, and periods, as a development out of the physical, social, and religious conditions of each age and people, thus treating the history of art as one branch of the all-comprehensive *Culturgeschichte* or culture history. It is aimed further to show that the art of every age and people has a tale and beauty of its own, to be comprehended only through an intimate knowledge of the age and people that gave it birth, and that it should not be judged by a dogmatic and arbitrary standard. In this course a great deal of time is given to the study of Greek art, inasmuch as this forms the basis of all European art, and, in its law-disclosing, type-forming presentation of the human form, in its glorification of the purely physical but perfect human animal, has been a never-exhausted source of instruction and inspiration to all who have come later. Roman, Romanesque, Gothic and Renaissance art are also studied, and many interesting developments are followed up, as, in particular, the rise of the feeling for nature and its wonderful development and varied interpretation in landscape painting. Tendencies of the art of to-day, are also illustrated and discussed.

*Louise M. Kueffner.*





### The Ladies' Hall

"Then stepped a buxom hostess forth, and sail'd,  
Full-blown, before us into rooms which gave  
Upon a pillar'd porch, the bases lost  
In laurel."

—Tennyson.



## GERMAN AND FRENCH.

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The general aim in studying German or French in colleges is to gain, through the medium of the language, a knowledge of the literature and of the people whose language is studied. While thus the acquirement of ability to read fluently is one of the chief aims, yet a certain mastery of the spoken language is seen to be indispensable. The word, the language, as we have it in the book, is dead, unless we can vivify it by a direct intuition of the idioms and by a mental reconstruction of the sound. This can come only through abundant practice in conversation. Hence free reproduction in German of what is read is cultivated from the first, and, as far as possible, translation is used only for the explanation of difficult passages. Moreover, to make possible the direct association of thought and image with the German word, the Hölzel pictures of the seasons, etc. are used and familiar fairy tales form the earliest reading.

A further valuable aid to class-room work is a language conversation club. These clubs are becoming more and more popular in colleges and universities, and it is the aim of Lombard to support such a club. The advent of Christmas, the favorite festival of the Germans, was made the occasion of an introductory celebration.

First, there was a conversation game; then the singing of sweet old German folk-songs by the assembled company

surrounded the occasion with a German atmosphere; and finally all were transported quite to the heart of the fatherland by witnessing the celebration of a typical German Christmas, with its blazing Christmas tree, its gifts for all arrayed on a white covered table, and the traditional genii of the occasion—the old Pelznickel, with his bag and bundle of switches, and the Christkindchen, or white veiled Frau Berchta, the spirit of fertility, remnant of the time when Christmas was the pagan yule feast, or feast of souls.

*Louise M. Kueffner.*

#### A Bit of the Hall

#### Parlor



"Should auld acquaintance be forgot  
And days o' lang syne?"

—Burns.

## PUBLIC SPEAKING.

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The chief aim in the work of the Department of Public Speaking is the development of men and women in the art of expression. The old scheme of attempting to consider thought and expression as things apart is avoided, and through a thorough understanding of the thought and an appreciation of the sentiment the mind and body are so put in unison that the most natural and artistic rendition may result.

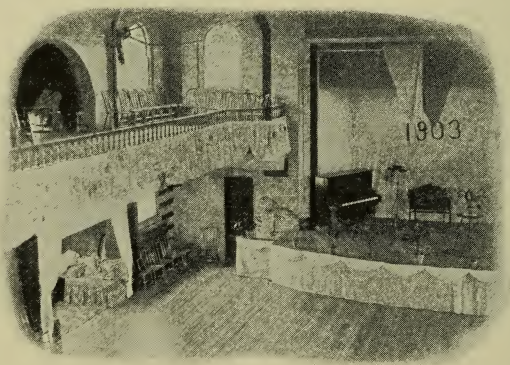
Classes in Expression continue throughout the year, two terms work in oratory is offered, and one term in debate. By such means young men and women are interested in and prepared for the annual contests in Oratory and Declamation. The Swan Contest in Oratory is given during the winter term and the Townsend Contest in Declamation occurs during Commencement week. These contests, named for friends of the college who have generously offered prizes for the promotion of interest in this line of work, are open to students who have given attention to Public Speaking and who are members of the literary society under the auspices of which the contest is given. The Erosophian has charge of the Swan Contest and the Zetacalian of the Townsend Contest.

Plays are frequently given. Last year the Department of Modern Languages presented very successfully a French and a German drama. During the present term the classes

in Expression will present "Esmerelda." Interest in Dramatic Art is thus fostered and those who are adapted to this work find here an opportunity to cultivate their talent. Lombard is particularly fortunate in having a fine gymnasium in which the stage is especially fitted for the use of the Department of Public Speaking.

*Alice B. Curtis.*

The Gymnasium in  
Gala  
Dress



"Vox faucibus hæsit."  
—Vergil.



## NORMAL WORK FOR DIVINITY STUDENTS.

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The rapidly increasing number and importance of technical and normal schools is eloquent, though silent, testimony to the value of the practical as well as the theoretical in education. In all our larger cities few teachers are employed in the department of public instruction who have not first taken special training in some accredited normal school. Even the college graduate who has not taken such a course is not deemed fully equipped for leadership in the class-room.

Desirable as it may be to have practical training go hand in hand with theoretical it is not always possible. Fortunately the student in the Ryder Divinity School of Lombard has many opportunities to engage in normal work while pursuing his course of study. His practice in preaching is not wholly before a critical audience of fellow classmates, for not infrequent calls for pulpit supplies come from parishes in surrounding towns. In answering such calls the student is given charge of the entire service, and what he has been doing in the school is at once made available for practical ends. In this way he prepares himself to take up with more assurance the duties of his profession on entering his chosen field.

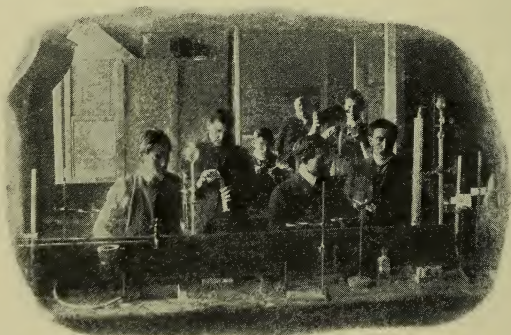
Nothing is more valuable to the modern minister than that which has to do with sociology, and at the head of this science at Lombard is one who knows how to assist the

student to confirm the findings of the class-room by normal methods.

On the whole no department of the college affords the student more favorable opportunity to reinforce his technical training with actual practice.

*Edson Reifsnider.*

The Chemical  
Laboratory



"Words are men's daughters, but God's sons are things."

*Samuel Johnson.*





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LUX ET VERITAS